

## Houghton Mifflin Spelling and Vocabulary Pupil Edition

Houghton Mifflin Company

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Edition - first

Grade Level	Fourth Grade
Readability Level	4.3 Harris-Jacobsen
Course / Content	Spelling
List Price:	37.32
Wholesale Price	27.990000000000002

*The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.*

**Content** Houghton Mifflin Spelling and Vocabulary –2006 is a brand new word study program that teaches spelling in a developmental sequence while building students' vocabulary with every unit. This program is based on the research of program authors Shane Templeton and Donald Bear of the University of Nevada at Reno and incorporates the research base and findings from previous spelling programs published by Houghton Mifflin. Instruction in Grades 1-6 is based on spelling patterns and principles representing every phase of spelling development from the alphabetic/letter name phase to derivational relations with Greek and Latin Roots.

Grade 1 starts at the Beginning Literacy phase with Back to School units, which review phonic elements from initial and final consonants to medial vowels. Thereafter, all basic units are built on a four-part plan. Part 1: Spelling and Phonics presents the spelling principle or pattern with Basic, Review, and Challenge words. Students learn the pattern by analyzing the word list through built-in word sorts. Word sorting, (web-based or with manipulative word cards) is the strategy used throughout the program to advance student's word study skills. The second page of Part 1 provides meaningful practice to reinforce these principles and patterns. Part 2: Spelling and Vocabulary expands students' vocabulary with word structure and reference skill activities. In Part 3: Spelling and Writing, students proofread for spelling and grammar and follow the steps of the writing process in their own writing. Additional electronic proofreading practice is found at Education Place: [www.eduplace.com](http://www.eduplace.com). Part 4: Spelling Test Practice prepares students for standardized testing situations, providing unit-specific test format practice. Real-World Vocabulary, the final page per unit, expands students' content-area vocabulary through cross-curricular topics and activities.

Each student book concludes with a Student Handbook, providing extra practice, a guide to capitalization and punctuation, spelling-meaning related word lists, a dictionary and/or a thesaurus, and handwriting models.

**Student Experiences** Each week students analyze word lists, sort words by spelling patterns, develop additional vocabulary words through analogies and word study strategies, work with dictionary and thesaurus skills, proofread and compose quick writes, practice responding to standardized test formats, and study content area vocabulary. Students also have options to extend these word study skills with manipulative or electronic word sorts and word building activities.

**Assessment** The assessment options in Houghton Mifflin Spelling and Vocabulary –2006 help teachers place students accurately, diagnose individual weaknesses, and monitor student progress throughout the year. Assessment options for weekly testing are found in the Teacher's Edition with Pretests and Posttests, in the Tests Blackline Masters booklet in standardized format, and as part of the Test Generator CD-ROM. Standardized test format practice is found in Part 4 of each Basic Unit in the

student book. The weekly Pretest/Posttest Dictation Sentences from the Teacher's Edition are also on the Audio CDs packaged with the English Language Support Booklet. Placement/diagnostic testing options include the Qualitative Spelling Inventory and cumulative tests at the end of each 6-week cycle.

#### Organization

Each student book is organized in a 5-day (3-day alternate) weekly plan. The weekly units are consistently reviewed every 6 weeks, building 36 weeks of instruction.

Grade 1 is developmentally organized to reflect student growth over the school year. The first three Back to School units review phonic elements (letters and sounds). Units 4-18 open with a phonics activity page and present 6 Basic Words per unit. One Challenge Word is added beginning at Unit 7. These early Grade 1 units also offer support for developing legible handwriting, scaffolded to build independence as children progress. For units 19-36, the Basic Word list grows to 10 new words per week with 2 additional Challenge Words.

Grades 1-6 follow a 6-week cycle of 5 Basic Units followed by a Review Unit. Each Basic Unit includes Review as well as Challenge Words. Each grade increases the number of words per unit. Grade 1 builds builds to 12 words per unit, Grade 2 lists 16 words, Grade 3 totals 18 words, and Grades 4-6 grow to 30 words per unit. Word lists are organized by sounds (cvc), patterns (double final consonants), and word parts (prefix). Review Units help students maintain proficiency with principles and patterns through focused, mixed, and cumulative review activities. The Student Handbook completes each book with extra practice, writer's resources, a thesaurus, spelling-meaning word list, and a dictionary.

The Teacher's Edition, Lesson Planner CD-ROM, and Overhead Transparencies/Blackline Masters help the teacher successfully teach and support each unit throughout the school year. The Teacher's Resource Book, the English Language Support Booklet and Audio CD, Word Sort Cards, Word Power: Daily Vocabulary Enrichment, and web-based activities at [www.eduplace.com](http://www.eduplace.com) supply students with meaningful practice for every unit. The Test Generator CD-ROM and Tests Blackline Masters offer options for assessment throughout the year.

Grade 1 is a consumable book. Grade 2 has both a consumable and a non-consumable version.

#### Resource Materials

Please see gratis items

#### Gratis Items to be provided and under what conditions

Upon the purchase of classroom sets of HOUGHTON MIFFLIN SPELLING AND VOCABULARY Pupil Editions Houghton Mifflin will provide the following materials for each teacher at no charge for the first year of the adoption, upon request (classroom set is defined a

#### Available Ancillary Materials

##### Research Data and Evidence of Effectiveness

*Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.*

#### Research Available

YES - provide information below

Two case studies (summarized below) have shown Houghton Mifflin Spelling and Vocabulary to be effective in improving student achievement.

Student Performance in Three California Districts on the Stanford 9 Spelling Test after Implementation of Houghton Mifflin Spelling and Vocabulary examines student performance on the SAT-9 over a two-year period (from 2000 to 2002) for grades 2-8 in three California districts using Houghton Mifflin Spelling and Vocabulary. The study found that each of the three California districts saw considerable increases from 2000 before the implementation of the Houghton Mifflin program to 2002, two years after its implementation, in the percentage of students performing at or above grade level on the Stanford 9 spelling test in five of the seven grade levels tested. Moreover, longitudinal analysis revealed that with longer exposure to the Houghton Mifflin program, students' performance in the three districts improved as they moved up through

the grades.

As part of the Houghton Mifflin Spelling and Vocabulary –2006 Prepublication Field Test, two week-long spelling units were field tested at grades 1, 2, and 5 in five districts. Teachers administered a pretest and posttest for each spelling unit and recorded the number of correct spelling words. Student scores were then compared for gains. Findings show that regardless of grade level and district size, students' spelling test scores improved following instruction with the Houghton Mifflin spelling materials.

#### Student Performance in Three California Districts on the Stanford 9 Spelling Test after Implementation of Houghton Mifflin Spelling and Vocabulary

¶ Gains in the percent of students performing at or above grade level on the Stanford 9 spelling test for each of the three California districts were sizeable, ranging from 6 to 8 points at grades 3, 5, and 6.

¶ When cohorts of students are tracked longitudinally from grade 3 (2000) to grade 5 (2002), the gains in the percent performing at or above grade level range from 7 to 10 points.

¶ When cohorts of students are tracked longitudinally from grade 5 (2000) to grade 7 (2002), the gains in the percent performing at or above grade level range from 6 to 7 points.

#### Houghton Mifflin Spelling and Vocabulary –2006 Prepublication Field Test

¶ Students' spelling test scores across all tested grades and districts improved following instruction with Houghton Mifflin Spelling and Vocabulary 2006.

¶ Mean posttest scores for all participating grades (1, 2, and 5) were 85% or higher.

¶ Students' mean test scores increased from 10 to 27 percentage points from pretest to posttest with the largest increases made after the second week of instruction.

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### Overall Strength and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

#### Recommendations:

#### Summary Form

- |      |   |          |
|------|---|----------|
| I.   | Technology Component Summary  | 1.000.00 |
|      | The ELL has a listening CD to help the ESL students.<br>The Test Generator CD and Lesson Planner and Teacher's Resource CD were not available to review.  |          |
| II.  | Reading Content Summary   | 1.7      |
|      | Early emergent readers have access to the Spelling/sound cards that give mnemonic clues to letter sounds. Spelling and Vocabulary words are presented at each developmental phase of literacy. Students are given a base word then other forms of that word a<br>In the early grades there are limited read alouds in the text.               |          |
| III. | Writing Content Summary   | 1.33     |
|      | Students are reminded to proofread their work and are given daily proofreading practices. Student's prompts include the skills they are working on in that particular unit. Challenge words are also present and the students are encouraged to use them as w<br>The use of oral language, media, and technology for presentation is limited. |          |

- IV. Grammar and Spelling Content Summary 1.62  
According to the teacher's editions: "Research on developmental stages of literacy forms the basis of Houghton Mifflin Spelling and Vocabulary." A table displays what students need to explore at each developmental phase of literacy.  
ncluded in the back  
There are some limited practices for the students to evaluate their own spelling.
- V. Listening /Speaking / Observing Content Summary
- VI. Inquiry Content Summary
- VII. Technology Content Summary  
Students have access to the website: [www.eduplace.com](http://www.eduplace.com) They can play word games or access the Power Proofreading section.  
Other technology resources are limited.
- VIII. Audience: Teacher Materials Content Summary 1.20  
Differentiated instruction is included within each unit and skills pages that are for below level, on level, and above level are also available along with ELL assistance.  
The use of online resources is limited.
- IX. Audience : Student Materials Content Summary 1.00  
Students are given opportunities weekly to write in various forms and are encouraged to use the spelling a vocabulary words that have been or are being presented. The books are designed to follow what students need to explore at each developmental phase  
The Real World Vocabulary section in the second and third grade texts integrate other content areas but leave out first grade.
- X. Format Content Summary 1.43  
The text includes: a spelling dictionary, spelling-meaning index, writer's words, and thesaurus.  
Diversity is present but limited. Many of the pictures are illustrated and not real world. There are a limited number of disabilities as well as age.
- XI. Ancillary Materials Content Summary 1.00  
The second and third grade texts have a real world connection using the vocabulary that is presented. The teacher's materials offers suggestions and strategies on teaching the lessons. There are also differentiated instruction plans.  
Direct references to learning styles, intelligences or interests were limited. The integration of software is indicated but is limited.

## READING CONTENT

Early emergent readers have access to the Spelling/sound cards that give mnemonic clues to letter sounds. Spelling and Vocabulary words are presented at each developmental phase of literacy.  
Students are given opportunities to read the spelling words in isolation and in context. The emergent reader is given level appropriate sentences.  
Students are given a base word then other forms of that word are also presented (i.e. bake, baker, bakery, baked). They then can relate the words within their knowledge base.  
Phonemic awareness is presented daily within the student text by using the spelling strategies and phonetic skills being taught in the unit.  
Students are given spelling and vocabulary strategies to assist them in learning the words presented.  
The spelling/vocabulary words that are being taught are not only in isolation but also in context.  
Students are learning the words in isolation and in context. Comprehension is part of the skills being taught.  
Spelling and vocabulary words are presented in many ways so that students may develop their fluency.  
The teacher's materials include differentiated instruction strategies along with addressing the students below level, on level, or above level.  
A variety of assessment forms are available including a Test Generator CD-ROM, Blackline Masters, and Lesson Planner and Teacher's Resource CD-ROM.  
These materials were reviewed as a K-3 set.  
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## **WRITING CONTENT**

Students are given the opportunity to write in various modes in each unit. They are given a piece to proofread and then a prompt for them to write in that form.

Prompts are given to the student along with suggestions on what avenue to take in their writing.

Students are given suggestions on what to write along with the writing process model.

Suggestions are given to the students to use the spelling words and a variety of sentence forms. They are also reminded to proofread their work.

Student's prompts include the skills they are working on in that particular unit. Challenge words are also present and the students are encouraged to use them as well as their other spelling words.

Students are reminded to proofread their work and are given daily proofreading practices.

The writing process model is present at the site of the writing assignment along with a strategy section in the front of the student text.

Student editions include a writing resources section that assists them with usage and mechanics strategies.

Proofreading is a daily skill.

Each unit contains an exercise in writing that includes real world situations.

Students are given opportunities daily to practice the skills being taught.

The students have many opportunities to use the written language but are limited on the oral and media technology (other than the website [www.eduplace.com/kids](http://www.eduplace.com/kids)) areas.

## **GRAMMAR AND SPELLING**

Included in the back of the student book is a Writer's Resources section. This section gives rules for capitalization, punctuation end marks, apostrophes, and commas.

Students are given the opportunity to write a designated piece to practice spelling and vocabulary skills as well as some grammar.

Students are given opportunities to proofread a piece and then use the skills to write letters, lists, stories, essays, etc.

The clue words in the writing process are given to remind the students the steps they must take to write the designated piece.

Various models are provided for the students to proofread and then to write a short piece.

According to the teacher's editions: "Research on developmental stages of literacy forms the basis of Houghton Mifflin Spelling and Vocabulary." A table displays what students need to explore at each developmental phase of literacy.

Differentiated instruction suggestions are evident in each weekly unit along with a separate English Language Support Booklet and Audio CD. Real world vocabulary and passages are used throughout the book.

The list words in K-2 are presented in either ball and stick or continuous stroke writing styles depending upon the book selected. The third grade book has either ball and stick and cursive or continuous stroke and cursive depending upon the book selected.

Students are given a variety of ways to learn the spelling words both in isolation and in context. When in contextual use they are often presented in another content area such as Social Studies.

Included in the back of the student book is a Writer's Resources section. This section gives rules for capitalization, punctuation end marks, apostrophes, and commas.

The text presents comparisons, patterns, relationships between words and meanings, and other strategies to assist the student in learning the words.

Students are given daily opportunities to proofread sentences that contain misspelled words.

There are some limited practices for the student's to evaluate their own spelling.

The student books contain a spelling-meaning index, a thesaurus, and a spelling dictionary. A website [www.eduplace.com/kids/sv](http://www.eduplace.com/kids/sv) has Power Proofreading students can access to assist them with editing skills.

These materials were reviewed as a K-3 set.

## **LISTENING / SPEAKING / OBSERVING**

## **INQUIRY**

## **TECHNOLOGY CONTENT**

Students have access to the website: [www.eduplace.com](http://www.eduplace.com) They can play word games or access the Power Proofreading section.

These materials were reviewed as a K-3 set.

### **AUDIENCE: TEACHER MATERIALS**

Differentiated instruction is included within each unit and skills pages that are for below level, on level, and above level are also available along with ELL assistance.

Teachers are given the opportunity to use a variety of assessments.

The suggestions for using technology other than the teacher's resource CD and the

Test Generator CD are limited. The use of other resources include practice pages and differentiated instruction plans.

The read aloud that is evident would be the proofreading selection and the Real World vocabulary section.

The Spelling/Vocabulary words are also presented in Real World vocabulary spelling word link.

The use of the ancillary resources include the below level, on level, and above level pages. The professional readings and resources were not evident.

Differentiated learning plans are included daily.

Refers to the student's pages as to the strategies needed for writing.

The teacher may go online at [www.eduplace.com](http://www.eduplace.com)

Snapshots of student pages are included in the teacher's edition on coordinated pages. Suggestions and strategies are around the border of the snapshots.

These materials were reviewed as a K-3 set.

### **AUDIENCE: STUDENT MATERIALS**

Spelling and vocabulary fill in the blank, matching, proofreading, and writing are a few of strategies used to teach comprehension skills.

The Real World Vocabulary section in the second and third grade texts integrate other content areas.

A Handwriting Model is located in the back of the student texts. However, handwriting practice is included in the first grade books.

The books are designed to follow what students need to explore at each developmental phase of literacy.

Students are given opportunities weekly to write in various forms and are encouraged to use the spelling and vocabulary words that have been or are being presented.

Students are given prompts and other varieties of writing assignments weekly using the spelling and vocabulary words presented.

These materials were reviewed as a K-3 set.

### **FORMAT**

A scope and sequence section for that grade level is included at the back of the teacher's edition.

Models are present in the proofreading section weekly.

Diversity is present but limited. Many of the pictures are illustrated and not real world. There are a limited number of disabilities as well as age.

The format is age appropriate in type, length, spacing, and layout.

The softcover books may deteriorate over the continued use throughout the year. However, the pages seem thick and sturdy. The hardcover editions should withstand continual use.

The text includes: a spelling dictionary, spelling-meaning index, writer's words, and thesaurus.

These materials were reviewed as a K-3 set.

### **ANCILLARY MATERIALS**

Additional resources are at the point of need along with snapshots of the student pages. The integration of software is indicated but is limited.

These materials also present differentiated instruction plans. However, direct reference to learning styles, intelligences or interests were limited.

The accommodations for students with Limited English Proficiency is in the ELL booklet also. Strategies for assisting below level students are also given but not specifically for special needs students.

The second and third grade texts have a real world connection using the vocabulary that is presented. The teacher's materials offers suggestions and strategies on teaching the lessons. There are also differentiated instruction plans.

Visiting the website [www.eduplace.com](http://www.eduplace.com) offers some resources.  
Students may access the website [www.eduplace.com/kids](http://www.eduplace.com/kids) for word games.  
These materials were reviewed as a K-3 set.